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ABSTRACT

This evaluation report summarizes results of the Bilingual Language Arts Program (BLAST), Walton High School, Bronx, New York, 1983-1984. BLAST was designed as a transitional program emphasizing student integration into society. The program provided instruction in English as a second language and native language arts, as well as bilingual instruction in social studies, science, mathematics, typing, and career orientation. Quantitative analysis of student achievement data indicates that: (1) most program students manifested improved oral/aural English language skills on the New York City Fluency Scale; (2) the yearly average passing rate for students in E.S.L. classes was 72%; (3) students demonstrated overall passing rates of 95% (fall) and 98% (spring) on both the city-wide and Regents examinations in Spanish; (4) overall passing rates in mathematics, science, and social studies courses were quite similar for both program and mainstream students; (5) overall passing rates in elective career courses were high; and (6) the attendance rate of program students was statistically significantly higher than the attendance rate of the school as a whole. Recommendations for improving the program include developing health careers and computer literacy components, a bilingual program counselor, guidance office follow-up of students in mainstream classes, recruitment of a certified bilingual mathematics teacher, and workshops for project and school staff to further educate them in bilingual curricula. (CG)

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WALTON HIGH SCHOOL

BILINGUAL LANGUAGE ARTS

SURVIVAL TRAINING

1983-1984

OEA Evaluation Report

O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
Judith Stern Torres, Senior Manager

Grant Number: G00-830-2649

WALTON HIGH SCHOOL

BILINGUAL LANGUAGE ARTS

SURVIVAL TRAINING

1983-1984

Assistant Principal:
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Project Coordinator:
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A SUMMARY OF THE REPORT

This project, in its first year of a three-year funding cycle, provided instruction in English as a second language (E.S.L.) and native language arts, in addition to bilingual instruction in mathematics, science, social studies, typing, and career orientation to approximately 270 Spanish-speaking students of limited English proficiency in grades nine through twelve. Program participants were either recent arrivals from the Caribbean, Central America, and South America, or those who entered ninth and tenth grades from junior high schools not served by Title VII funds.

Project BLAST was designed and implemented as a transitional program. In addition, it emphasized students' integration with society at large. The program's goals were shared by both the program staff and school administration.

Title VII and tax-levy funds supported administrative and supportive services staff positions; teaching costs were supported by tax levy and other sources. Parents were involved in their children's learning process through participation in the Parent-Student Advisory Committee, school activities, and courses offered to the community by the school. Program staff members provided E.S.L. classes for parents and community members and a forum for their participation. Development activities for staff members included monthly department meetings and attendance at in-house and outside workshops, professional conferences, and university courses. Original curricula and materials were developed in history and E.S.L. career exploration and orientation. In addition, a unit on citizenship was incorporated into the social studies curriculum and materials were adapted for the science, mathematics, and Spanish curricula. Supportive services were provided to program students in the form of personal and academic counseling, career and college advisement, tutoring, and referrals to outside services.

Program objectives were assessed in English language development (New York City Fluency Scale, teacher-made examinations, and the Criterion Referenced English Syntax Test); mastery of the native language (teacher-made tests, New York City-Wide Spanish Examination, and New York State Regents Examination); mathematics, science, and social studies (teacher-made tests); vocational courses (teacher-made tests); and attendance (school and program records). Quantitative analysis of student achievement data indicates that:

--Most program students manifested improved oral/aural English language skills on the New York City Fluency Scale.

--The yearly average passing rate for students in E.S.L. classes was 72 percent.

--Students mastered an average of 1.62 CREST objectives in the fall and 1.16 CREST objectives in the spring, thus meeting the program objective in this area.

--Program students demonstrated overall passing rates of 95 percent (fall) and 98 percent (spring) on both the city-wide and Regents examinations in Spanish.

--On department-made Spanish examinations, students achieved overall passing rates of 88 and 80 percent in the fall and spring, respectively.

--In native language arts classes, students met the program objective in the fall (81 percent passing) but not in the spring (64 percent).

--Overall passing rates in mathematics, science, and social studies courses were quite similar for both program and mainstream students.

--Overall passing rates in elective career courses were high, except for a small group of students enrolled in fall keypunching classes.

--The attendance rate of program students was statistically significantly higher than the attendance rate of the school as a whole.

The following recommendations are aimed at improving the overall effectiveness of the program:

--The proposed health careers and computer literacy components still need to be developed;

--If funding were to permit, attempts should be made to secure the services of a bilingual program counselor who would address the needs of program students in the areas of personal counseling, career decision-making, and college admission;

--The school guidance office might provide for the follow-up of program students once they are mainstreamed to assure their success and to assess the effectiveness of program services in preparing students for mainstream classes;

--The program should make a concerted effort to recruit a certified bilingual mathematics teacher;

--A few school faculty members are still unaware of the requirements of a bilingual curriculum and the capabilities of its recipients. The program might consider holding workshops for project and school-wide staff to address these issues.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Ida Heyman has interpreted findings and integrated material into reports. Barbara Shore has written report summaries. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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BILINGUAL LANGUAGE ARTS SURVIVAL TRAINING

PROJECT BLAST

WALTON HIGH SCHOOL

Location:	West 196th Street and Reservoir Avenue Bronx, New York 10468
Year:	1983-1984, first year of a three-year cycle
Target Language:	Spanish
Number of Students:	270
Assistant Principal:	Mrs. S. Sellinger
Project Coordinator:	Ms. Norma Cruz-Dunn

I. INTRODUCTION

Although Project BLAST is in its first year of funding at Walton High School, bilingual education projects have been in operation at this site for a number of years. These projects have been evaluated by the Office of Educational Assessment. Therefore, the reader is directed to the 1982-83 evaluation of the Bilingual Basic Skills Through Interdisciplinary Career Orientation Program at Walton for details related to the attendance area, the characteristics and environment of the school, as well as the history of the school's services to students of limited English proficiency (LEP) that are not included in this report.

The focus of this report will be the organization of the new bilingual program, the characteristics of the student population being served, and the extent to which the program achieved its proposed instructional and non-instructional objectives.

II. STUDENT CHARACTERISTICS

Walton is a non-zoned school whose student body comes primarily from low-income families. Of the total school register (3,413), approximately 64 percent are eligible for either free or reduced price lunch. Only 18 percent of the students tested are at or above grade level in reading and 23 percent in mathematics. Ethnically and racially, they are mostly Hispanic and black. Table 1 presents the ethnic composition of the school population in spring, 1984. Approximately eight percent of the school population are of limited English proficiency (LEP).

TABLE 1

Ethnic Composition of Students in the School

Ethnicity/Race	Number	Percent
Black	1,806	53
Hispanic	1,446	42
Asian	122	4
White	36	1
TOTAL	3,413	100

Project BLAST served approximately 270 Hispanic LEP students during its first year of funding. These students were either recent arrivals from the Caribbean, Central America, and South America, or those who entered ninth and tenth grades from junior high schools not served by Title VII funds. Students were placed in the bilingual program as a result of individual interviews, transcript evaluations, and scores

below the twenty-first percentile on the Language Assessment Battery (LAB).

Most of the program students (55 percent) were born in Puerto Rico. Twenty-one percent are from the Dominican Republic. Table 2 presents program students (for whom information was reported) by country of birth. Most program students were female. Female students outnumber male students in all grades (see Table 3). This may result from the fact that Walton was an all-girl school until five years ago. Table 4 presents the distribution of students by age and grade, and Table 5 by the amount of time they have spent in the program.

TABLE 2

Number and Percent of Program Students by Country of Birth

Country of Birth	Number	Percent
Puerto Rico	148	55
Dominican Republic	58	21
Cuba	2	Less than 1
Mexico	1	Less than 1
Honduras	7	3
Guatemala	5	2
El Salvador	2	Less than 1
Nicaragua	7	3
Panama	4	2
Colombia	22	8
Ecuador	2	Less than 1
Argentina	1	Less than 1
United States	5	2
TOTAL	259	100

- The majority of program students were born in Puerto Rico (55 percent).
- Twenty-one percent of the students were born in the Dominican Republic.

TABLE 3

Number and Percent of Program Students by Sex and Grade

Grade	Number Male Students	Percent of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
9	29	37	50	63	79	31
10	28	35	51	65	79	31
11	13	20	52	80	65	25
12	8	24	25	76	33	13
TOTAL	78	30[a]	178	70[a]	256	100

[a]Percent of program students.

- The majority of program students are female. Female students outnumber males at each grade level.
- The number of program students decreases as the grade level increases.

TABLE 4

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	9	0	0	0	9
15	25	18	3	0	46
16	23	28	14	0	65
17	14	18	25	5	62
18	7	13	17	16	53
19	1	1	5	5	12
20	0	1	0	5	6
21	0	0	0	2	2
TOTAL	79	79	64	33	255
Overage Students					
Number	45	33	22	12	112
Percent	57	42	34	36	44

Note. Shaded boxes indicate expected age range for grade.

- Forty-four percent of the program students are overage for their grade.
- The highest percentage of overage students is in grade nine (57 percent).

TABLE 5

Time Spent in the Bilingual Program[a]

(As of June 1984)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Total
<1 Academic Year	13	13	7	9	42
1 Academic Year	70	69	59	24	222
2 Academic Years[b]	0	0	1	0	1
3 Academic Years[b]	0	0	0	1	1
TOTAL	83	82	67	34	266

[a]Rounded to the nearest year.

[b]Refers to participation in previous bilingual program.

- Two hundred sixty-four (99 percent) students reported were in the program for one year or less. Only two students had participated in a bilingual program prior to Project BLAST.

- Forty-two (16 percent) students entered the program during the course of the year.

III. PROGRAM DESCRIPTION

PROGRAM PHILOSOPHY

Project BLAST was designed as a transitional program emphasizing students' integration with society at large. Transition is viewed not just in linguistic terms but also in terms of mainstream cultural, career, and citizenship awareness. The goals of the program are shared by both the program staff and the school administration.

ORGANIZATION AND STRUCTURE

The bilingual program has been administered cooperatively by the assistant principals (A.P.s) of foreign language/English as a second language (E.S.L.) and of each subject area. Bilingual content-area teachers have been supervised by the A.P.s of their respective content-area departments. The staff feels that this structure contributed to a breakdown in communication and resulted in conflicts over the implementation of the program. Consequently, the decision has been made to centralize the bilingual program as of September 1984, so that all instructional staff members would be under the supervision of the A.P. for foreign language/E.S.L. Transitional E.S.L. classes, however, would remain the responsibility of the A.P. of the English department.

The principal holds frequent meetings with the A.P. in charge of the program who, in turn, meets daily with the program coordinator. The principal monitors program policies, reviews courses of study, and reviews exams. The program coordinator implements policy, supervises program staff, and is responsible for fiscal management.

The Title VII staff consists of one curriculum specialist/resource teacher, one family worker, three paraprofessionals, and one secretary. Teacher positions are supported by tax levy and other sources. Figure 1 represents the program's organizational structure, and Table 6 details funding sources for the program's non-instructional component.

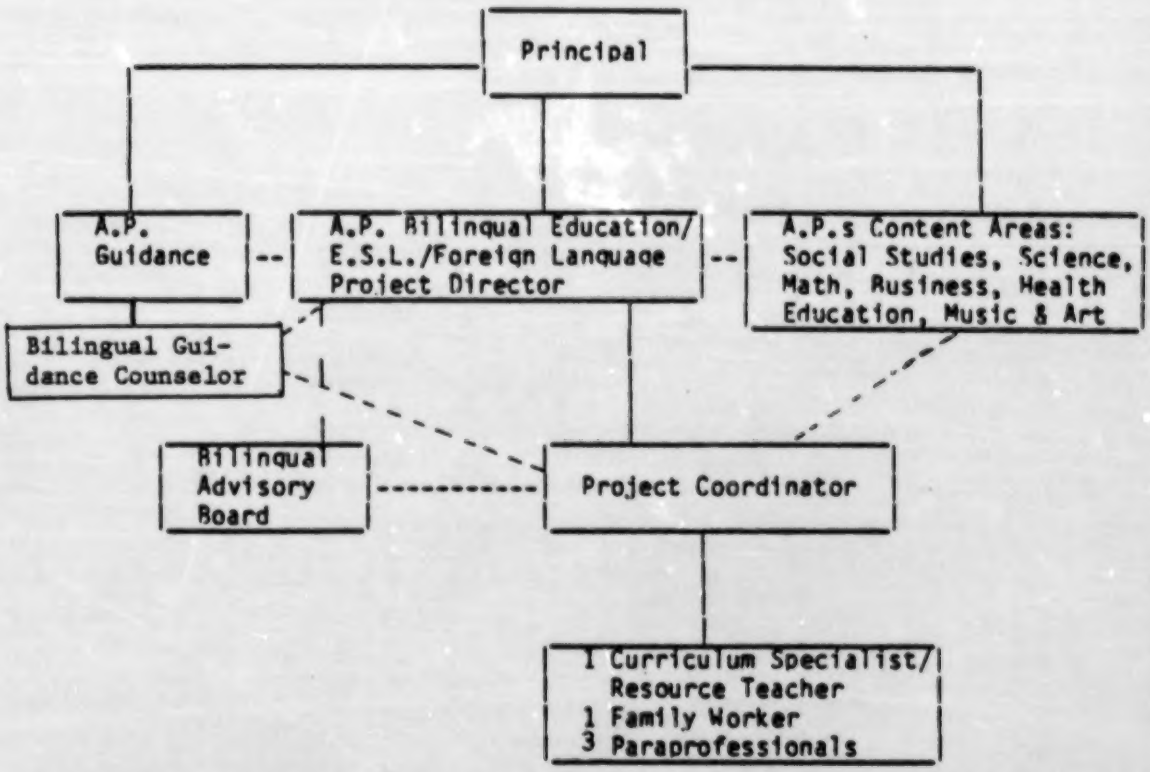
TABLE 6

Funding of Non-Instructional Program Components

Function	Funding Source(s)	Title
Administrative and Supervision	Tax Levy Title VII	A.P. Supervision (20%) Project Coordinator
Curriculum Development	Title VII	Bilingual Curriculum/ Resource Teacher
Support Services	Title VII Tax Levy	Bilingual Family Worker Bilingual Guidance Counselor
Staff Development	Title VII Title VII	Project Coordinator Curriculum/Resource Teacher
Parental and Community Involvement	Title VII Title VII Title VII	Project Coordinator Curr./Res. Teacher Family Worker
Secretarial and Clerical Services	Title VII	Bilingual Secretary Intern

FIGURE 1

Bilingual Program Organization Structure


Principal
A.P. Guidance
A.P. Bilingual Education/ E.S.L./Foreign Language Project Director
A.P.s Content Areas: Social Studies, Science, Math, Business, Health Education, Music & Art
Bilingual Guidance Counselor
Bilingual Advisory Board
Project Coordinator
1 Curriculum Specialist/ Resource Teacher
1 Family Worker
3 Paraprofessionals

_____ Supervisory Relationship

---------- Collaborative Relationship

STAFF CHARACTERISTICS

The instructional staff serving project students is made up of seven E.S.L. teachers, one E.S.L./Native Language Arts (N.L.A.) teacher, two Spanish/N.L.A. teachers, two mathematics teachers, one bilingual general science/ biology/chemistry teacher, two general science teachers, and one bilingual and one monolingual social studies teacher. Most of the staff members were certified in the subjects they were teaching. An area of concern expressed by both the principal and the project coordinator, was the lack of certified bilingual mathematics teachers. Of the two mathematics teachers assigned to the project, one was a monolingual English speaker certified in math; the other was certified in high school Spanish. Appendix A details staff characteristics for these and other program staff.

IV. FINDINGS

The evaluation findings are presented by program objectives. They include the results of student performance in courses and tests, reviews of program materials and records, interviews with relevant personnel, and classroom observations.

ENGLISH LANGUAGE OBJECTIVES

--As a result of participating in Project BLAST, by the end of the first year, at least 75 percent of program students will achieve a gain in total raw score as measured by the Basic Inventory of Natural Language (BINL).

--Seventy-five percent of program students will improve English reading skills and will advance one level higher in the English as a second language sequence.

--The project students will master an average of one objective per 20 days of instruction on the Criterion Referenced English Syntax Test (CREST).

English as a second language (E.S.L.) instruction is offered by the foreign language/E.S.L. department in a four-year sequence. E.S.L. 2 and 4 (elementary-intermediate) are supplemented by tax-levy E.S.L./career exploration and orientation classes. E.S.L. 6 through 8, offered by the English department, are transitional courses intended to prepare students for the mainstream English curriculum. Appendix B lists the E.S.L. offerings for both the fall and spring semesters.

A member of the evaluation team observed a double-period elementary E.S.L. class. The class was small (20 students registered/13 present) and a paraprofessional assisted the teacher with clerical

matters, individual questions, and interpreting. The students all seemed to be placed appropriately, as evidenced by their eager participation and ability to perform lesson-related tasks. The primary language used was English except for some interaction among the students which was in Spanish.

The E.S.L. career classes are designed to offer ninth- and tenth-year students basic career orientation and exploration while developing listening, speaking, reading, and writing skills in English. The ultimate goal is for students to choose a career and/or find a job.

A member of the evaluation team observed one such class. It included 17 students and was taught primarily in English. Spanish was used only when necessary for concept clarification. The focus of the lesson was on vocabulary, comprehension, and writing English using written materials about computer-related careers.

Student Achievement in English

English Language Fluency. According to the original program objectives, the Basic Inventory of Natural Language (BINL) was to be administered in order to measure students' growth in oral English fluency. However, the program objectives were changed to allow for the use of the New York City Fluency Scale which measures receptive (aural) and expressive (oral) modes of fluency on a seven-point scale. Students were pre- and post-tested and gain scores were computed. Data were available for 267 of the 270 program students. On the receptive scale,

81 percent of the students improved at least one level, including seven percent who improved two scale levels. On the expressive scale, 62 percent of the pupils improved at least one level, including six percent who improved two levels. Since the New York City Fluency Scale was not included in the original evaluation design, there is no criterion by which to judge these results and, therefore, to make a conclusive statement about the attainment of the program objective. However, most program students demonstrated improvement in oral/aural English language skills and, as is generally the case, showed greater progress in the receptive than in the expressive mode.

Program objectives called for 75 percent of program students to advance one level in the E.S.L. sequence. This objective was tested by computing passing rates for students enrolled in E.S.L. courses. These results, reported in Table 7, indicate overall passing rates of 78 percent in the fall semester and 66 percent in the spring term. Thus the second English language objective was met only in the fall semester.

TABLE 7

Number of Students Enrolled in E.S.L. Courses and Percent Passing Teacher-Made Examinations

E.S.L. Level	Total Number of Students	Percent Passing
	Fall	
E.S.L. 1	91	76
E.S.L. 2	68	81
E.S.L. 3	61	77
E.S.L. 4	16	100
E.S.L. 5	12	58
TOTAL	248	78
	Spring	
E.S.L. 1	62	65
E.S.L. 2	83	67
E.S.L. 3	64	64
E.S.L. 4	20	70
E.S.L. 5	4	50
TOTAL	233	66

- The program objective was met in the fall semester.
- At all E.S.L. levels, overall passing rates declined from fall to spring.
- In the fall and spring, students in E.S.L. 4 achieved the highest passing rates; students in E.S.L. 5 achieved the lowest passing rates.

Acquisition of English Syntax. The program objective in this area called for the acquisition of one CREST objective per 20 days of instruction. Complete CREST data were available for 168 students in the fall and 143 students in the spring semester, 63 percent and 53 percent of the program students, respectively.

CREST results presented in Table 8 show that students acquired an average of 1.6 objectives per month in the fall and 1.2 objectives per month in the spring, thus meeting the program objective. Students tested on Levels I and II both semesters exceeded the proposed standard. The lower achievement indicated for Level III students (0.7 objectives per month), was due in part to the test's ceiling effects. That is, some students who scored at a level close to maximum on the pre-test were restricted in the possibility to demonstrate gains.

It could also be due to the fact that to achieve gains at Level III similar to those at Levels I and II, a much more complex level of language development must be reached. The level of difficulty required to master one objective on the test at Level III may be too high to be achievable by program students within the stipulated time of instruction. The proposed program objective assumes that student progress on the CREST is linear across levels; students' performance at Level III suggests that it is not.

TABLE 8

Results of the Criterion Referenced English Syntax Test

(Program Students Pre- and Post-Tested on Same Test Level)

Test Level	Number Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered[a]	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	65	10.2	16.0	5.8	2.6	2.3
II	49	13.9	18.7	4.8	2.7	1.7
III	54	9.9	11.8	1.9	2.7	0.7
TOTAL	168	11.2	15.4	4.2	2.7	1.6
			Spring			
I	43	10.0	14.7	4.7	2.8	1.7
II	54	14.3	17.6	3.3	2.9	1.1
III	46	8.6	10.7	2.1	3.0	0.7
TOTAL	143	11.2	14.5	3.3	2.9	1.2

[a]Post-test minus pre-test.

- In both the fall and spring, students surpassed the program objective with overall mastery rates exceeding one CREST objective per month.
- Level III students did not meet the objective. See Acquisition of English Syntax, page 15, for possible explanations.

NATIVE LANGUAGE OBJECTIVES

--Eighty percent of students in Level I Spanish will pass a teacher-made final examination; 90 percent of students in Level II Spanish will pass a New York City City-Wide Examination in Spanish; 90 percent of students in Level III Spanish will pass a New York State Regents Examination.

--Seventy-five percent of the students will pass course work in their native language arts class or Spanish class.

Project BLAST students tend to be highly proficient in Spanish. Each term there was need for only one remedial native language arts (N.L.A.) class: N.L.A.3 in the fall and N.L.A.4 in the spring. Most program students were in advanced classes, Spanish 5 through 10, which had nine sections each semester. Appendix C lists the N.L.A. and Spanish offerings.

Student Achievement in Native Language Arts

Measures for the achievement of the program objective in native language included the citywide and regents examinations. The citywide exams are administered only to students taking Spanish 4 and regents only to those taking Spanish 6. Twenty students took these tests in the fall and 40 took them in the spring. Students for whom data were reported had passing rates of 95 percent in the fall and 98 percent in the spring and thus met the program objective. Data were also available on the number of students passing departmental final exams. The results (see Table 9) indicate that students had passing rates of 88 percent in the fall and 80 percent in the spring. The program did not set a criterion by which to judge results on these tests.

Another program goal for native language achievement was that 75 percent of the students taking Spanish would pass. These results are presented in Table 10. The objective was met and exceeded in the fall (81 percent) but not in the spring (64 percent).

TABLE 9

Student Achievement on Department-Developed Spanish Examinations

Semester	Grade 9 N	Grade 9 Percent Passing	Grade 10 N	Grade 10 Percent Passing	Grade 11 N	Grade 11 Percent Passing	Grade 12 N	Grade 12 Percent Passing	Total N	Total Percent Passing
Fall	74	84	76	88	62	92	32	91	246	88
Spring	70	59	71	89	60	87	21	100	223	80

- Passing rates were generally high, except for ninth grade in the spring.
- Overall, there was an increase in the proportion of students passing as grade increased.

TABLE 10

Native Language Achievement

Number of Students Enrolled in Courses and Percent Passing Teacher-Made Examinations

Course	Grade 9 N	Grade 9 Percent Passing	Grade 10 N	Grade 10 Percent Passing	Grade 11 N	Grade 11 Percent Passing	Grade 12 N	Grade 12 Percent Passing	Total N	Total Percent Passing
All Spanish Courses Fall	83	72	82	80	67	87	34	88	266	81
All Spanish Courses Spring	83	45	82	73	66	79	34	62	265	64

- Student performance in Spanish classes declined from the fall to the spring.
- Ninth-grade students achieved the lowest passing rate (45 percent) in the spring, whereas twelfth graders achieved the highest passing rate (88 percent) in the fall.

CONTENT-AREA OBJECTIVE

--The percentage of program students passing bilingual mathematics, science, and social studies classes will be on a par statistically with the percentage passing school-wide uniform examinations in mainstream classes on a comparable level.

A detailed listing of the bilingual content-area courses offered to program students is included as Appendix D. A member of the evaluation team oberved a general biology class for bilingual students chosen by the program director and a comparable mainstream general biology class chosen by the chair of the science department. In the bilingual biology class, the lesson was taught in Spanish with English used at the end of the lesson for vocabulary development. A paraprofessional checked homework, answered questions in Spanish, and performed clerical tasks.

In a comparison of the two classes, the observer noted the following:

1. bilingual students were better prepared for class discussion than mainstream students;
2. more information was covered in the bilingual class;
3. bilingual students were more active participants in the lesson than mainstream students;
4. bilingual students were much better behaved and more attentive than mainstream students; and
5. the bilingual students' native language skills seemed more advanced than the English skills of the mainstream class.

Content-Area Achievement

The program's design called for a comparison of passing rates in mathematics, science, and social studies classes between bilingual and mainstream students. It was anticipated that these two groups would have equivalent passing rates. The statistical method used to test this hypothesis was a z-test* for the differences between two independent proportions. Table 11 presents student performance in mathematics, science, and social studies courses by semester. Also included in the same table are z-values, which indicate whether the difference between the passing rates for the two groups is statistically significant.

The program objective was achieved. Passing rates for the two groups were quite similar in almost all cases. The only exceptions were for science and social studies courses in the spring semester. Bilingual students achieved a statistically significant higher passing rate than mainstream students in science courses in the spring, while mainstream students enrolled in social studies courses in the spring term achieved higher passing rates than bilingual students.

*Bruning, James L. and Kintz, B.L., Computational Handbook of Statistics, 1968.

TABLE 11

Passing Rates for Content-Area Courses 1983-84

Content Area	Bilingual N	Bilingual Percent Passing	Mainstream N	Mainstream Percent Passing	z
			Fall		
Math	67	38	147	32	.87
Science	62	55	309	51	.58
Social Studies	102	72	996	69	.63
			Spring		
Math	123	44	1,010	45	.21
Science	103	64	461	54	1.85*
Social Studies	100	60	640	77	3.63**

*Statistically significant at .05 level

**Statistically significant at .01 level

- Student enrollment in mathematics and science courses increased from the fall to the spring.
- For both bilingual and mainstream students, overall passing rates in the three areas increased from the fall to the spring (except for social studies students in the spring).
- Both groups had the lowest passing rates in mathematics.
- The major difference found between bilingual and mainstream students' passing rates was in social studies in the spring: mainstream students achieved significantly higher passing rates.

CAREER OBJECTIVE

--Program students' awareness of careers and survival/life skills will be increased by 80 percent.

The basic required and elective courses designed to prepare students to meet high school graduation standards were supplemented by the following elective courses: typing, business machines, bookkeeping/accounting, data processing, clerical record keeping, and career orientation and exploration (see Appendix E). During the academic year, two of the 23 sections of typing offered were bilingual classes serving 43 program students. The other courses enrolling bilingual students were data processing (35), business machines (12), regular typing (30), and bookkeeping/accounting (9).

Student Achievement in Elective Career Courses

This objective cannot be evaluated as stated since it does not specify a measure. However, data were reported for 132 students enrolled in career courses in the fall and 41 students in the spring. As seen in Table 12, overall passing rates were high, except for a small group of students enrolled in keypunching classes in the fall.

TABLE 12

Percent of Students Passing Elective Career Courses

Course	Fall		Spring	
	Number of Students	Percent Passing	Number of Students	Percent Passing
Career Orientation	78	69	--	--
Typing	25	80	11	91
Office Machines	10	90	--	--
Clerical Record Keeping	8	88	1	100
Accounting	3	100	1	100
Keypunching	8	50	4	75
Other Business	--	--	24	67

NON-INSTRUCTIONAL OBJECTIVES

--Seventy percent of the incoming first-year students will become involved in class, department, school, and community activities.

Program students are actively involved in the bilingual club, school activities, teams, and special holiday programs. They also publish a newsletter which is disseminated throughout the school and sent to alumni.

The program has managed to maintain student involvement even though Hispanic parents on the whole are reportedly resistant to students being involved in activities outside the home. The program, contrary to a city-wide Hispanic drop-out rate of over 50 percent, has a low rate of attrition. In addition, disciplinary problems among program students are reported to be very few.

Another indication of how positively students feel toward the program and its staff is that students approach bilingual program staff very frequently to discuss problems and get information. The staff seems to be successful in getting the students to come to school and in holding their interest. This is a necessary prerequisite to learning, and is something that Walton's Project BLAST seems to accomplish.

Based on activity attendance records, teacher and staff comments, and personal observation, the evaluation team believes that this objective was being met.

--Student awareness of the cultural pluralism of the United States, of career opportunities, and of the value of citizenship will be increased through the activity of four educational field trips.

Records indicated that two trips (one to the Museum of Natural History, the other to a session of the state legislature in Albany) had been taken during the school year. A member of the evaluation team met with students and discussed their trips. Their responses indicated an awareness of the value of citizenship and career/college opportunities. However, this objective cannot be measured with the data that are available.

--The average daily attendance of program students will be five percent better than students in the mainstream (non-program students).

Attendance rates for program students are presented in Table 13 by grade. The program attendance rate (87 percent) was 10 percentage points higher than the school-wide attendance rate (77 percent). A z-test (z=4.46) for the significance of a proportion indicated that the difference in attendance rates is statistically significant. Thus, the program objective was met.

TABLE 13

Attendance Percentages of Program Students

Grade	Number of Students	Attendance Percentage	Standard Deviation
9	67	82.00	15.15
10	69	88.16	12.92
11	60	90.28	7.53
12	24	90.00	7.72
TOTAL	220	87.04	12.43

•Eleventh and twelfth graders had the highest attendance rates.

--As a result of their children participating in Project BLAST, parental involvement in regularly scheduled meetings will be 10 percent higher than non-project parents.

--Monthly meetings of the program's Advisory Committee will be attended by a minimum of seven parents, two students, one bilingual teacher, the coordinator, and the resource/curriculum teacher.

--Ten workshops for parents of participating students in E.S.L. will be held.

--Parents of participating students will be contacted twice per term by mail, phone, or home visit by the guidance counselor or family assistant. This will be in addition to the issuance of three report cards per term.

Parents are involved in the learning process of the students through participation in monthly meetings of the Parent-Student Advisory Committee (P-SAC), school activities, and courses offered to the community by the school. Program staff members provide E.S.L. classes once a week for parents and community members. They also provide monthly sessions in which school procedures and activities are discussed.

There is constant communication with the students and parents (see Appendix G). Family contacts include daily phone calls, weekly mailings, and home visits as necessary.

Although limited by such factors as job responsibilities, travel distance, and neighborhood safety, rosters of meetings and activities show consistent parental involvement. These activities are said to encourage academic achievement and promote a high rate of attendance among the bilingual students.

Records of Open School Visitation meetings, P-SAC meetings, and program activities all indicate that the program is working toward meeting its objective. An average of five parents attended each P-SAC meeting; students were not always present.

--School personnel will participate in two interdisciplinary workshops each semester.

--Staff members will enroll in courses at accredited colleges in bilingual education or related fields.

The bilingual program staff appears to be one of the significant factors contributing to program success. Staff members are dedicated, competent, and eager to continue to learn. This is evidenced by their pursuit of higher levels of education and participation in the on-going staff development provided at the school. Appendix F provides a summary of the staff development activities throughout the 1983-84 school year. These activities surpass the objective initially proposed.

--Curricula and resource materials will be developed, revised, or updated to meet the program's needs.

The resource specialist is constantly involved in researching and developing new course curricula and materials. Original curricula and materials were developed this year as proposed in history and E.S.L. career exploration and orientation. Materials were developed in Spanish for both of these areas. In addition, a unit on citizenship was incorporated into the social studies curriculum.

The citizenship unit was expanded to include field trips to historic and government sites. These trips were well attended and students participated eagerly in the discussions which followed each trip. The materials have contributed to the teaching of English with a focus other than language exclusively. The regular E.S.L. classes have been enriched by the incorporation of career exploration and orientation

activities such as career awareness and job-related office procedures. Students are learning English language skills and acquiring basic survival skills necessary for their adjustment to a new culture and society.

Materials have also been adapted for the science, mathematics, and Spanish curriculum. All materials produced are parallel to mainstream materials and are presently in use. Some of these materials are now located in the school's bilingual section of the library because the program's resource center is no longer large enough to hold all of its materials.

--There will be a newsletter describing the project's activities issued at least four times during the 1983-84 school year.

According to the coordinator, this objective has been met. However, the evaluation team did not review all four copies of the newsletter.

ADDITIONAL FINDINGS

Although not a program objective, the project coordinator supplied an extensive list of the supportive services offered to program students (see Appendix G). Programming and academic counseling is scheduled twice each term for each student with the bilingual guidance counselor. In addition, the guidance counselor works very closely with the program office concerning mainstreaming decisions. However, most advising, information sharing, and personal counseling is occurring in the program office with the program staff.

Although admittedly weak in the area of college advisement, the program staff feels that they are doing a better job than the guidance department. Everyone, from administrators to students, indicated that there was a need for services in this area. According to the family worker, more follow up is also needed for mainstreamed students.

The program's evaluation design included the administration of a cultural attitude scale on a pre-/post-test basis to assess change in cultural attitudes as a result of program teatment. However, the program did not administer it due to the unavailability of a satisfactory instrument.

V. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Based on observations, interviews, and analysis of student achievement data, it is evident that Project BLAST is meeting most of its objectives for its first year of operation. Program students appear to be closer to receiving an equal educational opportunity than if they were not in the program. In the instructional areas, the one issue of concern to both program and school administration is student performance in mathematics. This seems to be an area in need of strengthening for the entire school, in both mainstream and bilingual programs.

In the non-instructional component, the program staff is attempting to address students' needs for career information and guidance. All staff members agreed that program students would benefit from additional services in these areas. Course examinations and curricular unit notes have been translated, adapted, and obtained for placement in the resource center. Curricula have been originally developed or adapted for history, social studies, and E.S.L./career classes. A need still exists for the development of health careers and computer literacy curricula which the program proposed as long-term objectives.

Administrators are concerned about the efficacy of the program's organization, particularly the decentralized administration and supervision of Project BLAST by the assistant principals in each subject area. However, according to the school principal, the entire bilingual program will be under the supervision of the assistant principal for foreign languages/E.S.L. as of September 1984. This change is expected

to centralize decision-making, to facilitate the attainment of program objectives, and to improve program-school relations.

RECOMMENDATIONS

On the basis of several site visits, both bilingual and mainstream classroom observations, and interviews with administrators, teachers, and students, the following is recommended for possible program improvement:

1. Given the program's accomplishments in curriculum development, it might now concentrate on developing curricula in two areas proposed as long-term goals: health careers and computer literacy. These areas would enrich the curriculum, and expand students' opportunities for ultimate career choices.

2. If funding permits, the program might secure the services of a bilingual program counselor to supplement the activities of the school bilingual guidance counselor. The program counselor would specifically address the needs of program students in personal counseling, career decision-making, and college advisement. The program would profit greatly from additional resources to enhance students' opportunities to reach a college campus or a productive job upon graduation.

3. The school guidance office might provide for the follow-up of mainstreamed students to trace their progress and assess the effectiveness of program services in preparing students for mainstream classes.

4. The program needs to recruit a certified bilingual mathematics teacher or offer re-training for those individuals working outside their area of expertise.

5. Although the program reorganzation is expected to improve program-school relations, there are a few school faculty members who need to be made aware of the requirements of a bilingual curriculum and the capabilities of its recipients. The program might consider holding workshops for project and school-wide staff to address these topics.

VI. APPENDICES

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APPENDIX A

Staff Characteristics: Professional and Paraprofessional Staffs

nction	% Time Spent in Function	Date of Appt. to Function	Education (Degrees)	Certifications / License(s)	Total Yrs. Experience Education	Years Experience Bilingual	Years Experience E.S.L.	Years Other Relevant Experience
ilingual ordinator	100	10/83	BA Spanish MA Spanish MA Admin. & Superv.	Spanish DHS-NYC Spanish JHS-NYC Spanish-NYS	21 years	11	10 years ESL & NLA	
ilingual Curric./ esource Teacher	100	10/83	BA Spanish/French MA Spanish	Spanish DHS-NYC French HS-NYS Spanish HS-NYS	6 years	6	6 years ESL & NLA	
SL Teacher	100	2/83	BA History MA Russian History MA ESL	ESL-Elementary-NYC ESL-Secondary-NYS,NYC History-Secondary-NYS	16 years		15 years	
SL Teacher	100	1/72	BA French MA French MA Education Adm.	HS French, ESL JHS French Bilingual French	12 years	6 yrs. bilingual	1 1/2 yrs.	
ESL Teacher	100	9/82	BS Music MA ESL MA Music Ed. Mus. Admin.	ESL DHS NYC Music DHS NYS Music JHS NYS	9 years		6 years	
ESL Teacher	100	9/70	BA & 60 Credits	Spanish, FLES-NYC ESL Day HS-NYC	18 years		18 years	
ESL/NLA Teacher	80/20	10/80	BA Spanish MA Sec. Education	Spanish DHS-NYC ESL- HS NYS	4 years		4 years	2 yrs.-ESL Tutor for NYC Sch.Vol Program
L Teacher	100	9/83	BA - ESL 24 Graduate Credits	ESL NYC HS	1 year		1 year	
L Teacher	40		BA Graduate credit equivalent to MA	English DHS-NYC	20 years	1	1 year	Tutoring ESL 5 years

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unction	% Time Spent In Function	Date of Appt. to Function	Education (Degrees)	Certifications / License(s)	Total Yrs. Experience Education	Years Experience Bilingual	Years Experience E.S.L.	Years Other Relevant Experience
ill. Gen. Sci./ Biology-Chemistry	60/40	9/78	BA Chemistry MA Chemistry	Bil. Sci./Chem., Sci. Math & Span. DHS-NYC	6 years	6 years		
Gen. Sci. Teacher	20	9/77	BA Biology MA Biology MS Guidance	Regular-Gen. Sci, Chemistry and Biology NYC, NYS Prov. Guidance-NYC	8 years	1 1/2 yrs		
Gen. Sci. Teacher	20		BS Chemistry MA Chem Education	Regular General Science/Chem. Day HS	20 years	1 year		
Bilingual Social Studies Teacher	100	9/77	BA Mus. PD School Adm. & Superv. MS in Education PhD Candidate-Ed.	Bilingual Soc. St. JHS Bil. Soc. St. DHS	20 years	14 years	7 years	5 yrs.teaching Bus. Ed and GED courses at BOCE
Social St. Teacher	20			Regular Social Studies DHS				
Spanish (NLA) Teacher	60	9/63	BA Spanish Graduate-60 credits	Spanish DHS-NYC JHS Spanish NYC	15 years	15 years		
Spanish (NLA) Teacher	80	9/63	BA Spanish Grad. credit (30)	DHS Spanish NYC JHS Spanish NYC	15 years	15 years		
Sl. Teacher	20	9/71	BA Spanish MA Spanish, MS Educ. PhD Education	Regular DHS Spanish NYC , NYS	12 years	12 years		
ath Teacher	100	3/77	BA Spanish MA Bil./Spanish EDM-Education	TPD Spanish DHS	5 years	4 years		Teaching GED, Teaching Eng.
ath Teacher	40	9/78	BS Math	Regular Math DHS	12 years	4 years		

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nction	% Time Spent in Function	Date of Appt. to Function	Education (Degrees)	Certifications / License(s)	Total Yrs. Experience Education	Years Experience Bilingual	Years Experience E.S.L.	Years Other Relevant Experience
ilingual Para-ofessional	100	11/70	HS Graduate and 15 Credits (College)	NA	14 years	4 years	4 years	
ilingual Family ssociate	100	10/80	BA Psychology	NA	6 years	4 years		
ilingual c'y. Intern	100	1/84	BA Spanish Lit.	NA	1/2 year			Bilingual Secretary in Business -4 years
ilingual Para-ofessional	100	12/81	Undergraduate Credits, Candidate for BA	NA	3 years	3 years		
ilingual Para-rofessional	100	9/74	Undergraduate Credits, Candidate for BA	NA	10 years	10 years		

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APPENDIX B

Instruction in English as a Second Language and English Reading

Fall

Course Title and Level	Number of Classes	Average Register	Class Periods Per Week	Is Class for Program Students Exclusively?	Paraprofessional Assistance (Y/N)	Description	Curriculum or Material in Use
ESL 8/7	2	17	5	yes	yes	Advanced/Transitional	Stories, Barnell-Loft series 30 Passages, Skillbooksters, Short World Biographies, Modern Short Biographies
ESL 6	2	17	5	yes	yes	Advanced	Lado English Series, Bk. 6, Let's Write English, American English, Guided Composition
ESL 5	3	15	5	yes	yes	Advanced	Lado English Series, Bk. 5 Twelve Famous Americans
ESL 4	3	16	5	yes	yes	Intermediate	Lado English Series, Bk.4 American Folktales II, People Talk, Increase your Vocabulary
ESL 3	2	30	10	yes	yes	Intermediate	Lado Eng. Series Bk.3 Journeys to Fame
ESL 2	2	22	10	yes	yes	Elementary	Lado Eng. Series, Bk.2, Our American Way of Life II, No Hot Water Tonight
ESL 1	1	30	10	yes	yes	Elementary	Lado Eng. Ser. Bk.1, Our American Way of Life I, The People Speak
ESL Career Classes	2	20	5	yes	no	Elementary/Interm.	English That Works (wk.book & text)

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	Course Title and Level	Number of Classes	Avg. Register	Class Periods Per Week	Spring Is Class for Prog. Stud. Exclusively ?	F.prof. Assist. (Y/N)	Description	Curriculum or Material in Use
TAX LEVY CLASSES	ESL 6	2	40	5	no	no	Trans.Class-given in Eng. Dept.	7 Plays of Mystery & Suspence Diary of Anne Frank, Correcting Sentences
	ESL 5	1	35	5	no	no	Advanced Level	3 Detective Stories, 504 Absolutely Essent Words
	ESL 4	2	34	5	yes	no	Intermed. Level ESL Career Oriented Class	Entering the World of Work (Text & Wk.book
	ESL 3	2	30	5	yes	no	Intermediate Level	Journeys to Far Turning Point
	ESL 2	2	32	5	yes	yes	Elementary Level ESL Career Oriented Class	English That Wor All in a Day's Work
	ESLT 7/8	1	30				Trans. Class given in Eng. Dept.	Being There, Wa of Justice Choos ing Better Work
FUNDED CLASSES CHAP.	ESL 6	2	22	5	yes	yes	Advanced Lev. ESL	Lado Eng. Ser.3 American Eng. P it in Writing
	ESL 5	2	20	5	yes	yes	Advanced Lev. ESL	Lado Eng. Ser.3 (Text & Wk.book
	ESL 4	3	22	10	yes	yes	Interm. Lev. ESL	Lado Eng. Ser.3 Mod. Short Bio Amer. Rdgs. I
	ESL 3	3	13	10	yes	yes	Interm. Lev. ESL	Lado Eng. Ser.3 No Cold Water F ther/Turning Pt
	ESL 2	3	16	10	yes	yes	Elementary Lev. ESL	Lado Eng. Ser.3 Our Amer.Way of Life, No Hot Wa Tonight/Real St ries A
	ESL 1	1	21	10	yes	yes	Elemen. Lev. ESL	Lado English Se ies Bk. 1, Our American Way of Life, The Peop Speak

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APPENDIX C

Instruction in the Native Language

ourse Title and evel	Number of Classes	Average Register	Class Periods Per Week	Is Class for Program Students exclusively?	Type of Credit	Paraprofessional Assistance (Y/N)	Description	Curriculum or Material in Use
ative Language rt- 3rd term	1	20	5	yes	Regents	yes	Level-Intermediate, Remedial	Ya Escribimos, Cuentos Alegres, Practicas de Ortografia
panish 5	5	35	5	no	Regents	no	Advanced Level, Regents Prep. Class	El Espanol al Dia Aventuras en la Ciudad Guided Composition
panish 6	2	37	5	no		no	Advanced Level Regents Prep. Class	El Espanol al Dia Aventuras en la Ciudad Span. Comprehensive Practice & test
panish 7/8	2	41	5	majority of students are prog. students		no	Advanced Literature Course	Maria. Selected Spanish and Latinamerican Poetry from Cantos..., Literatura Moderna Hispanica , Conversations in Spanish, La Civilizacion Espanola
Native Language Arts 4th term	1	18	5	yes		no	Level-Intermediate, Remedial	Ya Escribimos, Cuentos Corrientes, Casos y Cosas, Practicas de Ortografia, Spanish Moro
Spanish 5	2	32	5	no	Regents	no	Advanced Spanish Regents Prep. Class	El Espanol al Dia, Aventuras en la Ciudad, guided composition
Spanish 6	4	36	5	no	Regents	no	Advanced Spanish Regents Prep. Class	El Espanol al Dia, Aventuras en la Ciudad, Spanish comprehensive Practices & tests
Spanish 8/10	3	32	5	no		no	Advanced Spanish Literature Class	La Civilacion Espanola, Literature Moderna Hispanica, Los arboles Mueren de pie, Practicas de Ortografia, Conversations in Spanish

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APPENDIX D

Bilingual Instruction in Subject Areas

...rse Title (track &/or level)	Number of Classes	Avg. Register	Hrs. per Week	Language(s) of Instruction	Used for what % of Class time ?	Is class for Prog. students exclusively?	Paraprofessional Assistance ? (Y/N)	% of materials in Native Language	Do Materials correspond to mainstream Curr. ?	Are materials approp. at. Rdg. level ?	Comments	
											% Passing	
											Bilingual	M.stream
SWI (World History)	3	31	5	Span./English	90/10	yes	yes	100	yes	yes	74	67
SE I (Eastern Studies)	2	41	5	Span./English	90/10	yes	yes	100	yes	yes	65	65
SA I (Amer. History)	2	30	5	Span./English	90/10	yes	yes	100	yes	yes	78	88
PGS: (General 6th 3rd Term)	2	31	5	English	100	yes	yes		yes	yes	49	46
PAS 1st Term en. Math	2	36	5	English	100	yes	yes		yes	yes	28	25
Biology	3	32	5	Span./English	90/10	yes	yes	100	yes	yes	60	60
en. Science	4	30	5	Span./English	90/10	yes	yes	100	yes	yes	50	50
...ntern Area (2)	2	12	5	Spanish	100	yes	yes	100	yes	yes		
...rld History (2)	2	30	5	Spanish	100	yes	yes	100	yes	yes		
...conomics 1	1	38	5	Spanish	100	yes	yes	100	yes	yes		
HNIAS 1st Term Seq. Math	1	34	5	Spanish	100	yes	yes	100	yes	yes		
PGS 4th Term en. Math	1	26	5	Spanish	100	yes	yes	100	yes	yes	PSEN Reduced Class Size	
PSC 3rd Term en. Math	2	20	5	Spanish	100	yes	yes	100	yes	yes	"	
PBS 2nd Term en. Math	1	26	5	English	100	yes	yes	0	yes	yes	"	
PAS 1st Term en. Math	3	17	5	1 class Eng. 2 class Eng./ Span.	100 80/20	yes	yes	0 80/20	yes	yes	"	
...hemistry	1	38	5	Span./Eng.	90/10	yes	yes	100	yes	yes		
Biology	3	33	5	Span./Eng.	90/10	yes	yes	100	yes	yes		
en. Science	3	32	5	1 Sp./Eng. 2 Eng./Sp.	90/10	yes	yes	100 100	yes	yes		

APPENDIX E

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Specialized Courses

Course title (Track &/or level)	Number of Classes	Average Register	Hours per Week	Criteria for selection of Student	Is class for prog. students exclusively ?	Paraprofessional Assistance (Y/N)	Comments
Typing	23	29	5	Elective Course	no	no	2 out of 23 are Bilingu with 43 program student
Business Machines	6	33	5	Elective Course	no	no	16 prog. students total
ESL Career Orientation	2	35	5	Prog. Students only	yes	yes	
ESL Career Exploration	2	27	5	Prog. Students only	yes	yes	
Bookeeping/ Accounting	14	34	5	Elective Course	no	no	16 prog. Students total
Data Processing	5	32	5	Elective Course	no	no	35 prog. registered stu dents total
Business Machines	8	27	5	Elective Course	no	no	12 prog. registered stu dents total
Typing	23	29	5	Elective Course	no	no	30 prog. registered stu dents total
Bookeeping/ Accounting	16	30	5	Elective Course	no	no	9 prog. registered stu dents total
ESL Career Orientation	2	35	5	Program Students	yes	yes	
Career Exploration	2	33	5	Program Students	yes	yes	

APPENDIX F

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Staff Development Activities

Strategy	Description(s), Goals, or Titles	No. and Titles of Staff Attending	Speaker or Presenter	Frequency or Number of Sessions
Pre-Service				
Dept. meetings (list)	Foreign Language/Eng. as a Second Language Dept. To familiarize teachers with goals of Title VII program. Demonstration of new materials	17 teachers	Mrs. Sallinger-Dir. Mrs. Dunn-Coordinator Mrs. Eichorn-Curr./ Res. Teacher	Monthly meetings
Workshops (list)	Faculty Conferences To familiarize staff with the goals of title VII, to train teachers testing procedures	Staff of School including Asst. Principal, guidance counselors, teachers, etc.	Mrs. Sallinger-Dir.	2 a term
	Staff Training-Title VII	6 Curr./Resource Teachers, Family Wkr., Educational Paraprof.	Mrs. Dunn-Project Coordinator	Monthly
Other demonstration lessons, lectures, etc.	Demonstration lesson for Eng. as a Second Lang. and Native lang. arts teachers, Train teachers in techniques & methods of teaching ESL/NLA	7 teachers	Mrs. Dunn-Proj.Coord. Mrs. M. Back(ESL-Staff Development Specialist)	Several times a term

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Strategy	Description(s), Goals, or Titles	Sponsor/Location	Speaker or Presenter	No. and Titles of Staff Attending
Workshops held outside school (list)	Implementing N.Y.S. Core Curr. for ESL in Secondary School	New York State Dept. of Education/N.Y.C.	N.Y.C. Staff Development Specialists	1- Project Coordinator
	Management Techniques	Multifunctional Center/ N.Y.C.		2-Project Coordinator Project Curr./Res. Teacher
	Microcompulsors for Bilingual Proj. Mngr.	N.Y. Bil. Educ. Multi-functional Support Center, Columbia U.NYC		1- Project Coordinator
	ESL Workshop-Presentation of new ESL books	McGraw Hill Publishers		1- Project Coordinator
Conferences and Symposia (list)	Title VII Management Institute	(BEMA/Washington D.C.		1- Project Coordinator
	13th Annual NABE Convention	Nat'l Assoc. for Bil. Education, San Antonio, Texas		1- Project Coordinator
	Annual SABE Convention	State Assoc. for Bil. Educ., Lake Kiamesha, NY.		1- Curriculum/Resource Teacher
Other	Continuation Workshop	Office of Bil. Ed. NYC/ NYC	OBE Staff	1- Project Coordinator
	BESIS Wkshp.	Off. of Bil. Ed. NYC	OBE Staff	1- Project Coordinator
	Planning Conf. of Bil. ESL Program	Off. of Bil. Ed. NYC	OBE Staff	1- Project Coordinator
	ESL Wkshp. Oxford U. Press	Oxford Pub. NYC		1- Res./Curr. Specialist

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Staff	Institution	University Courses
Professional	Iona College	Introduction to Microcomputers and Programming for Educators
	Iona College	Intermediate Programming for Educators
	Lehman College	Practicum in Correction of Reading Difficulties
	Fordham University	Dissertation Seminar in Curriculum and Teaching I
	New York University	Testing in TESOL: Workshop and Practicum
	Lehman College	Issues in Reading
	Fordham University	Dissertation Seminar in Curriculum and Teaching
Paraprofessional	Lehman College	Advanced Spanish Composition
	Lehman College	Spanish Phonetics and Diction
	Fordham University	Contemporary Drama

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APPENDIX G

Support Services Offered to Program Students

Type of Service (Check all services provided)	Description	Staff Person(s) Responsible	Frequency of Service Offered	Language in which Service is Offered
COUNSELING:				
. Academic	Programming and counseling	Bilingual Guidance Counselor	Twice each term	Spanish-English
. Personal	Counseling-family, health, learnining problems referral to Guidance counselors	Bilingual Guidance Counselor Title VII Family Assistant Title VII Coordinator	Whenever necessary	Spanish-English
. Career Orientation	Referrals to school career counselor, job placement services	Bilingual Guidance Counselor Job Placement Counselor College Advisor, Title VII staff	Several meetings during the junior and senior year-group and individual	Spanish-English
. College Advisement	Guidance in selecting college, completeing applications, applying for financial aid, attending college fairs	Bilingual Guidance Counselor Title VII Bilingual Coord. Title VII Curr./Res. Teacher	Several meetings during junior and senior year-group & individual counseling	Spanish-English
. Individual . Group	All of the Above	Guidance Counselor, Title VII staff(Coordinator, Curr./Res. Teacher, Family Assistant)	Whenever necessary	Spanish-English
REFERRALS . In-School . Out-of-School	Referrals to school guidance counselor, social services, GED programs, holding power (school guidance counselor does referrals to CDH, school psychologists,etc.) Referrals to clinic and health services	Guidance Counselor	Whenever necessary	Spanish-English

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Type of Service (Check all services provided)	Description	Staff Person(s) Responsible	Frequency of Service Offered	Language in which Service is Offered
CAREER/VOCATIONAL . Placements	Co-op Program	Co-op Program Coordinator	Program offered to students after they are mainstream(junior & senior)	
. Career Infusion	Career Fairs at school, visits to local businesses	Guidance Counselor, Title VII Bilingual Coordinator, Title VII Curr./Res. Teacher	Frequently throughout the term	Spanish-English
. Advisement	Program Planning			
Tutoring	Individual and Group Peer Tutoring	Title VII Educational paraprofessionals, Chapter I Educational paraprofessionals ESL Teacher-Student	Daily-every period throughout the day. Daily-afterschool	Spanish-English English/Spanish English
FAMILY CONTACTS . Home Visits	Referred by teachers, guidance counselors) for attendance, behavior, academic referrals(108 home visits for '83'84 school year)	Family Associate-Title VII staff (Coordinator)	Whenever requested by guidance counselor, coordinator, teachers, program personnel,etc. Home visits are scheduled twice weekly	Spanish-English
. Telephone	For attendance, behavior, academic referrals. Approx. 15 calls a week	Family associate & project coordinator (Title VII)	Whenever requested by school personnel, Telephone communication conducted daily	Spanish-English
. Mail	School notices, referrals attendance and behavior	Project coordinator, family associate-Title VII	Weekly-attendance & behavior Monthly- general school notices	Spanish-English
. Program Activities	Approx. 40 letters sent by Fam. whr. to homes, (prog. notices sent to home by Title VII progrem)	Title VII staff	Monthly	Spanish
. School Activities	Reportcards, school notices Overall attn. fro Prog. '83-'84 approx. 90%	Teachers, School personnel	six times a year	English-Spanish

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Type of Service (Check all services provided)	Description	Staff Person(s) Responsible	Frequency of Service Offered	Language in which Service is Offered
PARENT EDUCATION TRAINING, AND INVOLVEMENT (con't)				
. Advisory Committee	Meetings to report on progress of program and to plan program activities	Project Coordinator	once a month	Spanish-English
PARENT EDUCATION TRAINING, AND INVOLVEMENT				
. Classes	ESL classes for parents	proj. coordinator & res.tchr	once a week	English-Spanish
. Workshops	Workshops-information on school procedures, activities	proj. coordinator	once a month	Spanish

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